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Aspects of programs for gifted children are discussed, such as factors in identifying pupils with special abilities, types of programs which provide for the needs of special students, and a list of practices used to challenge gifted pupils. Seven case studies of students with special abilities who profited from the educational programs offered them are presented. Suggestions for identifying the mentally alert child in the elementary school and helping him make better use of his time and natural abilities are outlined.							
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SIoux CITY PUBLIC SCHOOLS

EDUCATIONAL OPPORTUNITIES FOR PUPILS WITH SPECIAL ABILITY

Introduction

It is believed that certain pupils with high mental ability or with special talents need special consideration and opportunity to develop to the fullest extent. It is further assumed that often pupils of superior ability are not given sufficient opportunity to develop their talents.

It is quite possible to provide a continuous and challenging program for each pupil who has unusually high educational potential. Such a program should be voluntary on the part of the pupil and should be compatible with his interests, abilities, and other factors which have a bearing on his educational welfare.

We believe that our present school organization offers many opportunities for the more able pupils, but we hope that many additional educational experiences can be planned so that we can say that the educational needs of the most capable pupils in Sioux City are being met.

Selection of Pupils With Special Ability

Some factors to be considered in the identification of pupils might be as follows:

1. Mental ability as revealed by individual tests
2. General and special ability as revealed by past record and achievement
3. Interest - both special or general
4. Special abilities as revealed by tests and records
5. Personal tendencies and responses
6. Faculty recommendation
7. Parental cooperation and endorsement
8. Health - physical, mental, emotional, social
9. Environment - home, community
10. Goals, effort, and motivation

Nature of Instruction

In the junior and senior high schools, instruction in the regular group or class can be adjusted so that enriched learning and depth of understanding can be realized by these individuals. Many times special courses can be developed to meet special needs.

Such a program may include only a small number of pupils. By keeping these pupils fully occupied with an enriched program, much time will be saved for them.

In some subjects instruction might take the form of acceleration in which the pupil can be allowed to work ahead independently. This will provide time to work in another area of his interest.

Another approach which is commonly used to provide for individual differences is that of enrichment. Enrichment is the procedure in which assignments are individualized to the extent that each pupil

can work to capacity through a variety of projects related to the common unit of instruction.

Some practices which are used to challenge many of these pupils are as follows:

1. Developing and managing a classroom library
2. Serving on the unit bibliography committee
3. Extending the use of library facilities
4. Evaluating source materials
5. Doing some research and experimentation
6. Performing demonstrations
7. Developing exhibits
8. Constructing scale models and scale drawings
9. Making and interpreting charts, diagrams, maps, and graphs
10. Taking field trips and reporting back to the group
11. Using other community resources - interviewing, making surveys
12. Making use of work experiences
13. Rendering service to the class, school, or community
14. Assuming leadership and responsibility in school affairs
15. Taking leadership in small group projects
16. Doing creative work - language, art, industrial arts, homemaking, music, dramatics
17. Directing productions - music, dramatics
18. Writing for specific situations
19. Taking extra courses and extra-curricular activities
20. Taking supervised correspondence courses
21. Taking advanced courses on the college level for college credit
22. An enriched program of studies. Pursuing a course at a faster pace. Better use of free time.

The enriched plan of instruction applies at all grade levels. These pupils should not be forced into extensive activity but rather should be encouraged to extend themselves. Some pupils might be excused from the regular classroom to pursue their specialized program.

These pupils usually display a good deal of energy and initiative and often they need little encouragement to move ahead of the others. It requires only a minimum amount of effort to spur these pupils to go on their own.

Case Studies

George is a senior 10 in high school and has shown a strong interest in science, especially in the biological sciences. During his course in biology, he has done "A" work. With this foundation and interest, he wishes to continue in biology. Other factors such as mental ability, interest, personality traits are favorable toward biology. He is allowed to register for biology the second year under the supervision of an instructor who outlines a course for him to follow. Since this is his program and since he has demonstrated his ability to achieve, he is allowed to pursue the course at his own rate with the result that he practically completes the first course in college biology. This does not interfere with his regular program but allows him to pursue his strongest interest.

Jane is an "A" student and is not participating in many activities and she has extra time to spare. She likes to study and explore many areas of information. She wants to carry five subjects to satisfy her many interests. All the evidence indicates she would profit from a broad range of subjects.

Henry is non-academic in interest but is a social type person who likes to take part in all activities. He wants to be with the crowd as a leader. His achievement in academic subjects is well above the average because of his ability. He is allowed to take part in as many activities as he wishes and if he desires, is given extra time to specialize in one such as music, speech, dramatics, manager of school functions, etc.

Jim shows outstanding ability in mathematics. His only problem is to wait until the other members of the class catch up to him. All evidence indicates that he has special ability and is interested in mathematics. He is given permission to progress at his own rate. He finishes the required year course shortly after the beginning of the second semester. He could be given the opportunity to begin the next mathematics course or to be dismissed from class to concentrate on other courses.

Helen has shown ability and interest in art. She also finds her other subjects easy. She wants more time for art which is available under the direction of the art teacher. She arranges with one of her other instructors to miss a class, perhaps once a week, to spend on art. This allows her to spend more time on art and at the same time keep up high achievement in her other subjects.

Richard is a fifth-grade child who has shown ability and achievement far beyond his classmates. He picks up new material fast. The teacher provides material on a higher level--perhaps seventh or eighth grade--which he can pursue. If he has a special interest such as music or art, he may be excused from class to spend more time on those. Perhaps a specialized course can be provided; such as typing and foreign languages.

Tom shows special ability in shop work or manipulative activity. He is unusually capable in using his hands. In addition, he is an above-average student in his academic work. More time might be allotted for his shop work on an advanced basis so he can develop his talent and skill to the highest level.

Special Abilities and the Conventional School Program

Few pupils with special abilities are as advanced academically as their abilities warrant. In some cases, boredom with school tasks, poor habits of work and of thinking, and a lack of interest in school have developed among these pupils because they have not been challenged.

Drive is a powerful spur to action. Often this drive is lacking because these pupils have not been sufficiently challenged in our schools. We must challenge them so that they will want to compete constantly with themselves.

Educationally, the superior pupils are accelerated in grade placement about 14% of their age. Achievement tests, however, show that they are accelerated about 44% of their age in academic achievement. The result is that these pupils are often working two or three grades below their accomplishment level.

In recent investigation, it was found that more than half of the pupils with I.Q.'s of 135, or above, were already two full grades beyond the one in which they were enrolled, while some were accelerated three or four grades.

SUGGESTIONS FOR ELEMENTARY SCHOOLS

In the elementary school, the following outline may be used to help identify the mentally alert child, as well as to help him make better use of his time and his native endowment.

STEP I. Identification

A. Data available in schools

1. Intelligence tests
I. Q.'s should be above 125 points on two or more tests
2. Academic achievement
Composite scores should be about 2 years above grade level on two or more tests, especially in reading
3. Social and emotional adjustment
This should be based on composite results of report cards for at least 2 years. Present teachers' recommendations on pupil behavior may be substituted for marks on behavior and attitude on previous report cards.

STEP II. Serious study - subjective

The following people should aid in identification and study of the mentally alert or talented child. Objective data must be coupled with subjective observation and study of each child who is recommended for an enrichment program.

A. Personnel for study

1. Principal directs
2. Teachers assist
3. Parents assist
4. Administrators and psychologists assist

STEP III. Enrichment

Possibly the best thing to do in beginning to prepare for the accelerated or mentally alert children is to follow a program of wide reading and of identifying

interests and talents. To do this, the outline below may serve a useful purpose.

A. Basic reading

1. Complete basic text at child's rate
2. Find instructional level of each child through an I.R.I. test or other approved test. Select text that will meet the needs of each child.
3. In grades 4-5-6, have reading in all rooms from 9-10 where children read according to their instructional levels and not according to grade levels. (This or other organization may be used.)

B. Wide reading

1. Place available library and supplementary books in one room. Add books from city library as children's needs and interests become apparent.
2. Make maximum use of city libraries and home libraries.
3. Use the new Golden Rule Books (1956), American Book Co. for accelerated children. Use fourth-grade book in third grade, the fifth grade in fourth grade, and the sixth-grade book in fifth grade. Use also the new seventh grade and eighth grade Reading Round Up Books (1956), D. C. Heath & Co. in fifth grade and sixth grade.
4. Keep reading well-balanced
 - a. Social science
 - Adventures and exploration
 - Aviators
 - Amusements, sports
 - Biography
 - United States history
 - Home and community
 - Other lands, geography
 - Travel, transportation
 - Music, art, dancing
 - b. Literature
 - Fanciful and informational
 - Poetry
 - Mystery
 - Humor
 - Fairytales, myths, folklore
 - Fiction, non-fiction
 - c. Natural science
 - Animals, plants, birds, insects, etc.
 - Inventions, machines
 - Astronomy
 - Conservation
 - Weather
 - The earth

d. Current events
Weekly Reader
Newspapers
Magazines

C. Other enrichment

1. Creative writing--poems, stories, plays
2. Research
3. Experiments in science
4. Studying local problems, (transportation, government, city and county offices)
5. Studying school problems (new buildings, sanitation, books, playgrounds, films, etc.)
6. Critical analyses of books, newspapers, magazine articles, radio or television program, etc.
7. Use of enrichment materials in arithmetic. (See new Row Peterson enrichment materials.)
8. Studying newspaper advertisements and figuring percentages of reduction items on sale, etc.
9. Hobby shows or displays
10. Interest centers
11. Library center with stepped-up-grade-level reading--Encyclopedia Britannica, Atlantic Monthly, Readers' Digest, Science Digest, Popular Mechanics, etc. (All of these can be brought by children.)
12. Individual booklets on science, history, geography, etc.
13. Writing local history--getting authentic facts
14. Dismissed from school certain periods to study a foreign language, music, shorthand, etc.

SEP IV. Released time

There are certain periods during the day when an accelerated child may be excused from regular work.

- A. Spelling--if he has a perfect lesson on Monday
- B. Arithmetic--if he completes his assignment in a short time--all children do not need a 50-minute period in arithmetic.
- C. Social studies--when he has answered his questions as set up in Unit Plan, he can go on to find additional information or pursue some creative activity.
- D. A room can be organized so that during a certain period of the day, accelerated children can be permitted to work "on their own" on reports, science experiments, plays, assemblies, interviews, checking supplies, stamp sale, milk sale, library duties, school newspaper, and the like.

STEP V. Each school with principal and all teachers need to work out their own plans and organization of the accelerated program.

- A. Principal may take lead, get suggestions from teachers**
- B. A primary teacher may take lead for primary department and an intermediate for grades 4, 5, 6**
- or**
- C. each grade level may work with a leader for the grade**
- or**
- D. work on an interest-center or hobby-center idea and disregard grade levels**

Conclusion

When an extensive program of this nature is available to each of our most capable pupils, we can say that Sioux City is truly meeting the needs of its superior pupils.

Submitted by:

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SIoux CITY PUBLIC SCHOOLS

Report from the National ASCD Meeting
New York City, Mar. 19-21, 1956

Highlights from Study Discussion Group Sessions

CREATIVE APPROACHES TO EDUCATING THE TALENTED AND THE GIFTED--
Walter H. Wolff, High School Principal, New York City, Chairman

1. We might identify the superior students as those who are intellectually competent--perhaps an I. Q. of 130 or more might be the top 2 to 5 per cent in a large city. They have broad intellectual capacities.

The talented are those who have a special ability in some field--usually one. An athlete might have a special talent.

We are interested in the superior students who are hungry and thirsty for intellectual growth.

2. Our problem is how to develop these people with respect to the work they produce in helping them develop for greatest social usefulness.
3. The I. Q. can be very misleading. A group score of 105 actually has been obtained on a pupil whose I. Q. was really 145, due to the emotional factor. Identification must be fluid. We want to deal with the ablest pupils. There may be "late bloomers."
4. School systems which are providing for the talented and able, find that achievement at other levels is increased.
5. Grouping
 - a. Norfolk, Virginia groups pupils in grades 4, 5 and 6 for one hour per day. This grouping is for reading. The upper group does not need skills development. They write plays, do choral reading, develop programs, do research reading, read in various subject areas, edit the newspaper, and put on plays.
 - b. Some schools group for language arts, re-group for social studies, and re-group for other fields.
 - c. At Homewood, Illinois the junior high school is grouped at three levels in language arts, social studies, and arithmetic and science. Advanced classes are given in each area. Remedial classes are arranged for language arts, and arithmetic and science. Those above in social science are given an extra class every day. The more-able groups have an extra class every day--the fourth period. One special suggestion is to turn the talented loose for periods of time. At Tyler, Texas the gifted

and talented organize the yearly science exhibit, do special home projects and special out-of-school study. An 8th-grade math. student developed an extensive report on infinity.

- d. Grouping for the superior must be flexible. Re-grouping must be frequent.
6. Let the superior students leave regular class after covering the regular scope--such as math. High-school groups might study calculus or advanced math. theory under a math. specialist. They may spend 3 days in the regular classroom and 2 days in the special class. Do not teach those aspects of math. which are in the regular scope much earlier than at the regular grade placement. Teach other special aspects of math. Have specialists in various areas such as business education and science available as resource people in the program.
7. Long-term projects are of special value. Junior high schools take the last period of the day for such projects by groups or individuals.
8. Rich electives in the high school in both academic and ECA help meet the needs of these students.
9. One school system in New Jersey uses lay people who have teaching certificates, as leaders in special club work--interested people for interested pupils.
10. Survey the community to discover potential personnel as leaders. Each teacher should have a list of resource people available for her use.
11. Services of a competent, trained librarian are extremely important. There is probably no upper limit to library materials for superior students.
12. Creativity in teachers must be encouraged. It is not so much a matter of training. Teachers need a degree of freedom. Permit them to branch out but be sure the ground is covered.
13. The geography of location of materials for these students should be limited only by the problem of transportation.
14. Parents and schools should be together in providing for them. Schools should provide the calculated planned experiences. The family should provide spontaneous experiences just for fun.
15. Of vital importance is identification, providing a flexible daily program, and providing an enthusiastic, trained librarian.

PUBLICATIONS FOR TEACHERS IN PROVIDING FOR THE GIFTED

<u>Title</u>	<u>Source</u>
1. <u>Helping the Gifted Child</u>	By Witty Better Living Booklet Science Research Associates
2. <u>The Rabbit with the High I.Q.</u>	By Nicola and Witte Teachers College Columbia University, 1955
3. <u>Education of the Gifted</u>	By Educational Policies Com. N. E. A. June 1950 - 35¢
4. <u>Suggested Enrichment Activities</u>	By Office of Superintendent San Diego Public Schools 209 Civic Center San Diego 1, Calif. Nov. 1954
5. <u>Planning for Talented and Youth</u>	By Passow et al Florence Brumbaugh Hunter College (5-year elem. study)
6. <u>Teaching the Gifted</u>	By Scheiferle Hollis L. Caswell, Editor Bulletin #12 Bureau of Publications Teachers College Columbia University
7. <u>The Portland Study</u>	Correspond with the Director of Instruction
8. <u>Publication for Connecticut Public Schools</u>	By E. Pitkin State Department of Education Hartford, Connecticut